

Beech Hill Elementary

1001 Beech Hill Road
Summerville, South Carolina 29485

Grades	PK-5 Elementary School	
Enrollment	942 Students	
Principal	Babette Jennings	843-821-3970
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	35	13	1	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Average	Yes
2005	Good	Below Average	No
2006	Good	Below Average	No

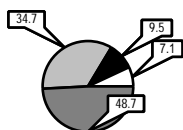
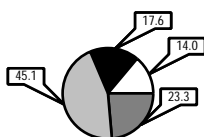
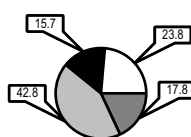
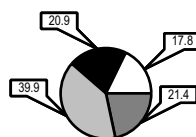
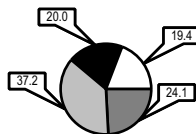
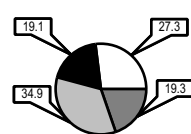
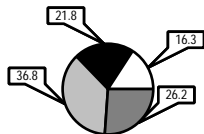
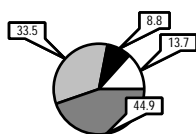
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	447	96.0	5.7	34.2	50.2	9.9	71.0	Yes	Yes
Gender									
Male	232	95.3	7.6	39.3	42.2	10.9	65.4	N/A	N/A
Female	215	96.7	3.6	28.5	59.1	8.8	77.2	N/A	N/A
Racial/Ethnic Group									
White	324	97.8	4.3	28.4	55.2	12.0	77.9	Yes	Yes
African American	104	89.4	9.0	51.7	34.8	4.5	50.6	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	384	99.7	2.5	32.9	53.5	11.1	76.6	N/A	N/A
Disabled	63	73.0	31.1	44.4	24.4	0.0	26.7	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	96.0	5.7	34.2	50.2	9.9	71.0	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	95.9	5.7	34.2	50.1	10.0	70.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	146	91.8	10.2	51.6	35.9	2.3	47.7	Yes	Yes
Full-pay meals	301	98.0	3.6	26.1	56.9	13.4	81.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	447	96.2	12.1	45.6	24.1	18.2	59.9	Yes	Yes
Gender									
Male	232	95.3	11.8	41.0	25.0	22.2	63.2	N/A	N/A
Female	215	97.2	12.4	50.5	23.2	13.9	56.2	N/A	N/A
Racial/Ethnic Group									
White	324	97.8	6.7	43.7	26.3	23.3	66.7	Yes	Yes
African American	104	90.4	30.0	47.8	18.9	3.3	38.9	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	384	100.0	9.2	45.8	25.0	20.0	63.6	N/A	N/A
Disabled	63	73.0	34.8	43.5	17.4	4.3	30.4	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	96.2	12.1	45.6	24.1	18.2	59.9	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	96.2	12.2	45.4	24.1	18.4	59.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	146	92.5	22.5	55.0	17.1	5.4	39.5	Yes	Yes
Full-pay meals	301	98.0	7.2	41.2	27.4	24.2	69.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	447	100.0	23.8	42.8	17.8	15.7	33.5
Gender							
Male	232	100.0	22.6	36.7	19.9	20.8	40.7
Female	215	100.0	25.0	49.5	15.5	10.0	25.5
Racial/Ethnic Group							
White	324	100.0	17.3	41.8	20.3	20.6	40.8
African American	104	100.0	43.4	45.5	9.1	2.0	11.1
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	384	100.0	17.2	45.8	19.2	17.8	36.9
Disabled	63	100.0	62.3	24.6	9.8	3.3	13.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	100.0	23.8	42.8	17.8	15.7	33.5
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	100.0	23.9	42.8	17.9	15.3	33.3
Socio-Economic Status							
Subsidized meals	146	100.0	40.3	43.2	12.2	4.3	16.5
Full-pay meals	301	100.0	15.6	42.6	20.6	21.3	41.8

Social Studies							
All Students	447	100.0	17.8	39.9	21.4	20.9	42.3
Gender							
Male	232	100.0	17.2	38.9	18.6	25.3	43.9
Female	215	100.0	18.5	41.0	24.5	16.0	40.5
Racial/Ethnic Group							
White	324	100.0	12.1	37.6	24.2	26.1	50.3
African American	104	100.0	36.4	47.5	11.1	5.1	16.2
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	384	100.0	12.2	40.0	24.2	23.6	47.8
Disabled	63	100.0	50.8	39.3	4.9	4.9	9.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	100.0	17.8	39.9	21.4	20.9	42.3
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	100.0	17.9	40.0	21.5	20.6	42.1
Socio-Economic Status							
Subsidized meals	146	100.0	33.8	49.6	10.8	5.8	16.5
Full-pay meals	301	100.0	9.9	35.1	26.6	28.4	55.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	137	100.0	3.9	23.6	66.1	6.3	72.4
	4	150	100.0	11.3	44.4	35.9	8.5	44.4
	5	160	100.0	15.5	50.0	33.1	1.4	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	95.0	2.4	23.8	61.9	11.9	73.8
	4	148	96.6	7.4	34.1	50.4	8.1	58.5
	5	158	96.2	7.0	43.4	39.9	9.8	49.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	137	100.0	12.6	59.1	22.8	5.5	28.3
	4	150	100.0	20.4	36.6	21.1	21.8	43.0
	5	160	100.0	14.2	40.5	22.3	23.0	45.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	95.0	6.3	51.2	29.1	13.4	42.5
	4	148	97.3	14.7	42.6	23.5	19.1	42.6
	5	158	96.2	14.7	43.4	20.3	21.7	42.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	137	100.0	30.7	40.9	25.2	3.1	28.3
	4	150	100.0	28.2	37.3	12.7	21.8	34.5
	5	160	100.0	25.0	34.5	18.2	22.3	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	100.0	21.1	49.6	20.3	9.0	29.3
	4	148	100.0	28.1	33.1	23.7	15.1	38.8
	5	158	100.0	22.1	45.6	10.1	22.1	32.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	137	100.0	8.7	47.2	23.6	20.5	44.1
	4	150	100.0	21.1	41.5	19.7	17.6	37.3
	5	160	100.0	25.7	43.9	22.3	8.1	30.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	100.0	9.8	36.1	36.8	17.3	54.1
	4	148	100.0	12.2	44.6	19.4	23.7	43.2
	5	158	100.0	30.2	38.9	9.4	21.5	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 942)				
First graders who attended full-day kindergarten	100.0%	Up from 98.3%	100.0%	100.0%
Retention rate	2.3%	Down from 3.2%	2.0%	2.8%
Attendance rate	96.2%	Down from 96.5%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Up from 3.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%	Up from 3.1%	0.0%	0.0%
Eligible for gifted and talented	15.4%	Down from 18.3%	17.3%	10.4%
On academic plans	35.0%	N/AV	24.0%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	5.2%	Down from 8.3%	7.6%	7.5%
Older than usual for grade	0.4%	Down from 0.6%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.8%	0.0%	0.0%
Teachers (n= 64)				
Teachers with advanced degrees	50.0%	Down from 50.8%	57.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.5%	Up from 78.9%	89.2%	87.3%
Teacher attendance rate	94.0%	Down from 95.1%	95.0%	94.9%
Average teacher salary	\$40,280	Up 4.3%	\$44,213	\$42,485
Prof. development days/teacher	14.9 days	Down from 16.4 days	11.9 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 16.8 to 1	20.2 to 1	18.6 to 1
Prime instructional time	89.0%	Down from 90.5%	90.4%	89.7%
Dollars spent per pupil*	\$5,880	Down 0.7%	\$5,924	\$6,557
Percent of expenditures for teacher salaries*	67.1%	Down from 67.2%	66.2%	64.0%
Percent of expenditures for instruction*	69.2%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Beech Hill Elementary, a modern red-bricked school surrounded by a beautiful campus, is located in the southwestern section of Summerville, South Carolina. With the lighthouse as our mascot, our school has an enrollment of 970 shining Beacons in Pre-K through 5th grades and over 100 dedicated faculty members. We are proud of our strong PTA, School Improvement Council and Business Partner relationships. The demographic and academic profile of our school is varied, serving both suburban and rural communities. Our mission is to "prepare students to become lifelong learners and responsible citizens."

In order to appropriately challenge each student, we examine test and survey data to guide our efforts to provide meaningful learning opportunities. We have fully implemented the district's Balanced Literacy Model, with continued success. It is supported by innovative programs such as X-SPURT (Experiencing Superior Progress Using Reading Teams) in the primary grades and academic support through programs such as class reduction (15:1), inclusion special education service model, Reading Renaissance, Corrective Reading and READ 180, Math Stars, NCS Computer Lab and single gender classes. Qualified fifth grade students are also eligible for our Advanced/Gifted Math and Language Arts classes. We are an ITI school—a framework for applying current research about how the brain and body learns that includes a rich character education component. We are proud that we have been named a South Carolina Exemplary Writing Award School for 2004-2007. This year we were named a Red Carpet School, and our principal was named S.C. PTA Principal of the Year.

We are committed to continue making gains in our ELA and Math PACT performance in order to meet the rising bar of AYP. We are challenged to improve our student performance in the areas of Social Studies and Science, with Social Studies and Science being offered as content subjects in our 3rd and 4th grade GATE program. Additionally, as our school population continues to grow, we are challenged and committed to keeping a safe family-like environment for our students and parents. We are excited that new technology, including Smart Boards and MAP (Measures of Academic Progress) testing, will support and enhance the instructional opportunities for our students. We are committed to our vision "that all children become able readers by 3rd grade and leave 5th grade as eager to continue their learning as they were when they began as a 4 or 5-year-old."

At Beech Hill we strive to Light the Way to Lifelong Learning and Read, Read, Read every day.

Susan Welsh, Principal
Mona Jacobsen, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	63	147	141
Percent satisfied with learning environment	96.8%	87.7%	85.5%
Percent satisfied with social and physical environment	98.4%	87.0%	87.9%
Percent satisfied with school-home relations	98.4%	81.6%	85.0%

*Only students at the highest elementary school grade level at this school and their parents were included.